DOCUMENT RESUME

ED 182 287 SP 015 547

AUTHOR	Dyreson, Margaret
TITLE	Spelling Programs for Elementary Grades. An Educational Products Information Booklet.
INSTITUTION	Florida State Dept. of Education, Tallahassee. Office of Dissemination/Diffusion.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
PUB DATE	May 79
CONTRACT	400-76-0089
NOTE	15p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Elementary Grades; Instructional Materials; *Instructional Programs; Learning Modules; *Spelling
IDENTIFIERS	Linking Agents; *Research and Development Utilization Program

ABSTRACT

This resource catalog is intended for the use of teachers and school administrators looking for an effective program in spelling for the elementary level. The characteristics, objectives, and planning of such a program are discussed. Program focus, grade level, and components are described. Ordering information is included. (JD)

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ED182287

SPELLING PROGRAMS

FOR ELEMENTARY GRADES

An Educational Products Information Booklet

Developed by:

Options From Research and Development
Florida State University
Margaret Dyreson

FLORIDA LINKAGE SYSTEM PROJECT
Office of Educational Dissemination/Diffusion
Florida Department of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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May 1979

SP015547

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Department of Education
Tallahassee, Florida
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INTRODUCTION

On the following pages, you will be introduced to educational products which provide instruction in spelling at the elementary level. All of the products listed have demonstrated their effectiveness in field-testing. This means that if you implement the program as specified, you can expect that your students will achieve in a manner similar to field-test students.

If you are receiving this package as a response to a stated problem, you will note that some product names have been checked. These products appear to match the situation you have described. Descriptions of checked products are included in this information packet. If you wish, you may request information on products not checked.

If you have requested general information on spelling programs, you will receive only this packet which lists the names of spelling programs. You may receive more specific information on any of the products listed by detaching the form on the last page, checking the name of the products for which you wish to receive more information and sending it to FREE, Office of Educational Dissemination and Diffusion, Florida Department of Education, The Knott Building, Tallahassee, Florida 32301. The telephone number you may call collect is 904/487-1078.

Be sure to state the name of the product for which you wish to receive more information, and the name of the packet in which it is listed. (The name of this packet is SPELLING PROGRAMS FOR ELEMENTARY GRADES.)

SPELLING PROGRAMS FOR

ELEMENTARY GRADES

The ability to spell is still considered an important goal of basic education. The school must plan an effective program if it wishes students to achieve spelling proficiency. Research indicates that when a school does not treat spelling as a specific goal and fails to provide direct instruction in spelling, the spelling proficiency of its students decreases (Geedy, 1975).

There is still disagreement among experts concerning the best approach to spelling instruction. A series of studies has shown that using phonetic or structural rules does not increase spelling accuracy (Fitzsimmons and Loomer, 1977). The task of spelling a word accurately appears to be a visual and auditory memory task in which the image of the word to be spelled is recalled and "read off" letter by letter.

Other experts point out that linguistic research has demonstrated that English spelling is regular enough so that there are predictable relationships between the pronunciation and spelling of words (Venesky, 1967; Hanna, 1966). If students are asked to store an image of the spelling of each word individually, the memory system is overtaxed. But when students learn to apply predictable phonetic and structural rules to the task of spelling, they are able to spell a large class of words which have never been learned individually. (For example, the student who can spell "ask" and can also apply consonant blending rules is able to spell "task" and "mask" as well. It may be difficult to produce the accurate spelling of "cask" using such rules, but the possible initial consonants considered are reduced to two by such a procedure: to either "c" or "k".) Even if the phonetic/structural rule approach cannot promise absolute accuracy for the spelling of <u>every</u> word, the promise of the capability for making an educated guess about the spelling of <u>any</u> word makes it a powerful tool. Educated guessing at <u>least</u> produces some spelling of the word, and this initial spelling narrows the possibilities and permits the student to make an efficient search of the dictionary or the memory for the accurate spelling.

It seems plausible for a school to adopt a spelling program which uses both approaches: 1) the school should expect that a spelling program will teach students to spell a set of high-frequency words with absolute accuracy; and 2) the school

should expect that a spelling program will provide students with the opportunity to learn and apply phonetic/structural rules to any word.

CHARACTERISTICS OF AN EFFECTIVE SPELLING PROGRAM

1. Spelling proficiency is a school goal; time in the schedule is provided for spelling instruction (Geedy, 1975; Fitzsimmons and Loomer, 1977).

2. Students learn to spell words by the application of a systematic strategy taught by direct instruction (Geedy, 1975; Hinrichs, 1975).

Direct instruction occurs when the student is aware of the objective and is assigned tasks and activities that lead to a step by step acquisition of the objective. An opposite kind of instruction is one in which incidental learning occurs. Spelling may be learned incidentally as students engage in the writing of a play. While incidental learning should be encouraged, it alone is not sufficient for spelling achievement.

3. The spelling program is "individualized" in the respect that each student studies the words that give him/her difficulty, and do not spend time practicing and testing words that are already known. The student is given a pretest before studying the words, and is asked to correct his/her own pretest (Fitzsimmons and Loomer, 1977; Rowell, 1975).

4. Rather than allowing the student to devise a method for studying, the teacher provides a systematic method such as the following:

   a) The words to be learned to accuracy are presented in list form. The words are written in regular print and are not syllablized.

   b) The student looks at one word and listens to the teacher say the word.

   c) With eyes closed, the student recalls the word, saying it and imaging it.

   d) The student checks the word list to correct his/her image of the word. The teacher corrects any mispronunciation.

   e) Steps b,c, and d are repeated twice.

f) The student writes the word on paper and checks the spelling by comparing it to the word list. (Fitzsimmons and Loomer, 1977).

5. The words to be learned are selected by some rationale. Either the words are from the high-frequency lists or the words demonstrate some family pattern or structural application. While words taken from content areas may prove helpful in learning content goals, they are not adequate for spelling goals (Fitzsimmons and Loomer, 1977; Gould, 1976).

6. Time for spelling study is provided for each student. The time alloted need not exceed one hour and 15 minutes a week. Brief daily or tri-weekly practices are more effective than one long practice period. (Fitzsimmons and Loomer, 1977).

PLANNING FOR THE ADOPTION OF A SPELLING PROGRAM

The following questions should be considered when a school is planning the adoption of a spelling program:

1. Does the program provide for direct instruction of spelling?

2. Does the program's objectives and rationale match the school's objectives: (For example, if the school wishes to increase spelling scores on the statewide assessment test which selects words from a high-frequency list, then does the program to be adopted teach high-frequency words to mastery?)

3. Do the program materials:

   a) present the spelling words in a list written in regular print?

   b) provide for pretesting of the words (to be corrected by the student)?

   c) suggest a definite procedure by which students will learn to spell the words?

   d) direct the student to practice words that are difficult for the student as an individual?

   e) provide opportunity for the learning and application of phonetic/structural rules? (That is, are word lists selected by attention to family patterns, affixes, or other structural components?)

Spelling Programs

The educational programs listed here have been shown to be effective in field testings. A school that implements a validated program can expect gains similar to those made at demonstration schools.

SWRL/GINN SPELLING PROGRAM

Target Audience: Grades K-3 or 4

Description: The SWRL/Ginn Spelling Program provides pupils with the skills needed to spell words used in their written communications. The program emphasizes correspondences

between English pronunciation and English spelling. These correspondences enable children to predict successfully the spelling of large classes of words without learning each word individually. The program is organized so that students learn to 1) spell words with predictable spelling, 2) words with unpredictable but common spellings, 3) unpredictable and rare spellings, 4) affixes and affixation rules, 5) punctuation rules, and 5) use of dictionary and other reference sources. The materials are relatively inexpensive: about $2.00 per pupil. However a number of the materials are consumable and must be replaced yearly. Pretesting for placement and mastery testing are used. Daily sessions of 10-15 minutes for K or 20-30 minutes for grades 1-3 are required.

SPELLING SKILLS AND SPELLING DISCOVERIES

Target Audience: Spelling Skills I kit, grades 2-3; Spelling Skills II kit, grades 3-6; Spelling Discoveries kits, grades 3-6.

Description: These kits are designed for individualized activities, learning center use, or small group tutoring. The emphasis is upon word structure and sound-to spelling relationships, thus enabling pupils to spell thousands of words through application of rules and generalizations. Spelling Skills I provides instruction on predictable spelling and on irregular words. Spelling Skills II covers predictable and unpredictable spelling, affixes and affixation rules, and the use of dictionaries. Spelling Discoveries contains thirty copies of 55 crossword puzzles, and includes instruction on spellings found in words used in the puzzles. Each kit costs $60.00, and contains non-consumable materials.

INDIVIDUALIZED SPELLING AND WRITING PATTERNS

Target Audience: Grades 2-6

Description: The ISWP word list includes most commonly used words found in the writing vocabulary of elementary school children. The series consists of five text books, divided into levels or words arranged by degree of difficulty. Levels are further subdivided into lists. Lists include word patterning activities, opportunities for the student to make inductive generalizations about spelling rules, exercises in word patterns, sentence patterns, phonetic spelling, and reading and writing. Students are not expected to do all the exercises in each list. They do only those which are necessary for mastery of the list.

The students are placed by a test, then pretest, post-test, review tests, and word hurdle tests are provided. Diagnostic

test are on audio cassettes so the program may be completely individualized and self-paced. ISWP is designed to be used for a minimum of 90 minutes per week. The initial costs of adopting the program is approximately $5.77 per pupil and replacement costs are about $.72.

PROJECT INSTRUCT

Target Audience: Grades K-3

Description: Project Instruct provides a word attack and spelling program employing direct teaching methods. The spelling option provides a process for developing a spelling program based on the reading program used by the adopting school. The process correlates spelling and reading at the pre-primer through second grade readability levels. The program features: 1) teaching students to spell high-frequency vocabulary words as they are introduced in the reading programs, 2) teaching students to spell phonetically regular words based on the high utility phonic generalizations as they are introduced in the reading programs, and 3) providing materials to reinforce reading and spelling skills. Costs of the program averages less than $2.00 per pupil.

MICHIGAN PROGRAMMED SPELLING

Target Audience: Grades 1-8, or Spelling Mastery

Description: Levels 1-3 consists of a workbook and four cassettes and teaches the complete Dolch list of high-frequency words. The pretest, which is dictated to students, pinpoints the words and lessons that each student needs to work on. The basic format for each lesson is outlined on the first page of each book. Once the students are familiar with the procedure they can continue without assistance. Each lesson begins with a simple, clear definition of the word and an example of how the word can be used in a sentence. Next the student identifies the individual letters that make up a word by circling the letters in a line in consecutive order. The student then selects the word from a list of words that are visually similar to the spelling word and then "tracks" letters to spell the word. Finally, the student is asked to write the word (in a fill in the blank, in a sentence and in a list). After ten words are learned, the student is asked to complete a crossword puzzle.

Levels 4 through 8 were designed for students from fourth grade through college. Words for these levels were selected from the American Heritage Word Frequency Book and are sequenced according to difficulty. Workbooks cost approximately

$4.50 a piece and are reusable. The field trials of the Michigan Programmed Spelling program concerned teacher and student enthusiasm, and no claims as to the effectiveness of the program for increasing achievement can be made.

Computer-assisted Spelling Programs

THE DRILL AND PRACTICE SPELLING PROGRAM

Target Audience: Grades 2-6, or remedial

Description: This computer-assisted spelling program provides practice in spelling root words and adding prefixes and suffixes. Lessons are of two general types: application of structural rules (forming and adding regular noun plurals or verb past tense or third singular); and vocabulary building lessons where the affixed form must be discovered through sentence clues and then spelled.

THE SPELLING PATTERNS PROGRAM

Target Audience: Grades 2-6, remedial

Description: This computer-assisted spelling program teaches the concept that a target sound can be spelled by alternative letters of graphemes. The teaching strategy, guided discovery, is implemented by the finding-counting-sorting teaching routines: 1) finding words with a target phoneme out of a larger set of words; 2) counting the number of different spelling patterns that represent the sound in the sample of words; and 3) sorting the sample of words into a columnar array according to the spelling patterns they contain.

THE SPELLING PROOF PROGRAM

Target Audience: Grades 2-6, remedial

Description: This computer-assisted spelling program requires the student to choose the correctly spelled word from a set of distractors to complete an analogy or a sentence. The distractors are frequent misspellings of the target word, homophones, and misspellings containing plausible phonetic alternatives. Students work until every item has been answered correctly.

THE TRY SPELLING PROGRAM

Target Audience: Grades 2-6, remedial

Description: This computer-assisted spelling program permits students to generate multiple spellings for a word they wish to spell, then choose the one that "looks" correct. Immediate

feedback is provided, and the correct spelling of the word is printed. Nineteen different TRY SPELL lessons each contain an average of 16 words.

References

1. Robert Fitzsimmons and Bradley M. Loomer, "Excerpts from Spelling Research and Practice", Woburn, Mass: Curriculum Associates, Inc., 1977.

2. Patricia Geedy, "What Research Tells Us About Spelling", Elementary English, 52:233-236, 1975.

3. Sandra Gould, "Spelling Isn't Reading Backwards; Journal of Reading, 20:221-225, 1976.

4. Paul Hanna, et al. Phoneme-Grapheme Correspondence as Cues to Spelling Improvement. Washington, D.C.: U.S. Government Printing Office, 1966.

5. Ronald Hinrichs, "An Old but Valid Procedure", Elementary English, 52:249-252, 1975.

6. C.G. Rowell, "Don't Throw Away Those Spelling Test Papers... Yet!", Elementary English, 52:253-257, 1975.

7. Richard F. Venezky, "English Orthography: Its Graphical Structure and its Relation to Sound", Reading Research Quarterly, 2:75-106, 1967.

SPELLING PROGRAMS	GRADE	COMPUTER ASSISTED	TEACHER-DIRECTED	PROGRAM COMPONENTS							TIME	COSTS PER STUDENT
				PRE TEST	PHONETIC STRATEGY	VISUAL STRATEGY	FREQUENT WORDS	MOTIVATION	GAMES & ACTIVITIES	PARENT INVOLVEMENT		
SWRL/GINN SPELLING	k-3		x	x	x	x					25	$ 1.75
SPELLING SKILLS & SPELLING DISCOVERIES	2-6			x	x				x		20	60.00/kit
INDIVIDUALIZED SPELLING & WRITING	2-6			x	x		x				20	5.77
PROJECT INSTRUCT	k-3		x	x	x		x		x	x	NA	2.00
MICHIGAN PROGRAMMED SPELLING	1-8			x		x	x		x		15	4.75
DRILL & PRACTICE	2-6	x		x				x			35	2.00
SPELLING PATTERNS	2-6	x				x		x			50	1.75
SPELLING PROOF	2-6	x		x				x			20	1.80
TRY SPELLING	2-6	x			x	x		x			20	4.00

SPELLING PROGRAMS FOR ELEMENTARY GRADES

To receive more information, check the name of the selected product on this sheet. Detach, fold so that address shows, and mail.

Spelling Programs

_____SWRL/GINN SPELLING PROGRAM

_____SPELLING SKILLS AND SPELLING DISCOVERIES

_____INDIVIDUALIZED SPELLING AND WRITING PATTERNS

_____PROJECT INSTRUCT

_____MICHIGAN PROGRAMMED SPELLING

Computer-assisted Spelling Programs

_____DRILL AND PRACTICE SPELLING PROGRAM

_____SPELLING PATTERNS PROGRAM

_____SPELLING PROOF PROGRAM

_____TRY SPELLING PROGRAM

NAME: _____

SCHOOL: _____

ADDRESS: _____

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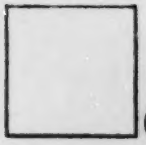

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